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ABSTRACT

This paper surveys some of the teaching methods, learning activities, and programs either proposed or already used by some Pennsylvania schools to improve their students' performance on the Educational Quality Assessment. The assessment, mandated by Pennsylvania statute, measures student achievement in ten goal areas, such as self-esteem, verbal and math skills, interest in school and learning, citizenship, health, and creativity. The programs and suggestions are listed according to goal and are divided into elementary, intermediate, and secondary levels for each goal. The purpose of this survey is to assist Pennsylvania schools in raising their educational assessment results. (Author/DS)

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WHAT SOME PENNSYLVANIA SCHOOL DISTRICTS ARE DOING TO RAISE THEIR EQA SCORES

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INTRODUCTION

The Pennsylvania Department of Education (PDE), and more specifically, the Division of Educational Quality Assessment (EQA), receive numerous inquiries from school districts which have participated in the statewide assessment program asking:

"Now that we have our EQA results, where do we go from here?"

"How can we raise our EQA scores?"

"What are those schools doing--which show relatively higher performance in the EQA goals--that we aren't doing?"

No matter how the question is asked, it all adds up to the same thing. Schools, which score low in one or more of the goal areas, want to know explicitly how they can raise their own scores.

In an effort to answer this difficult question, the Division of Educational Quality Assessment staff has scrutinized information contained in the Long-Range Plans submitted to the PDE, as well as reviewing data from follow-up opinionnaire surveys conducted by EQA among local school superintendents.

The following pages depict some of the more distinctive teaching methods, learning activities, classroom practices, intervention strategies and/or program approaches either proposed or already used by some schools to improve their students' performance on the Ten Goals of Quality Education.

Bear in mind that they are merely suggestions and not prescriptions. Because School A, for example, does something a certain way with favorable results, it does not necessarily mean that School B will enjoy the same results by doing the same thing.

We can, however, identify some of the more noteworthy pilot programs, innovative practices and/or curriculum modifications which, in some way, hopefully will contribute significantly to the overall results achieved by those teachers or schools utilizing same. In short, that is what we are presenting here.

Programs, said to be in operation or contemplated for future implementation, are listed under the headings Elementary (grade 5), Intermediate (grade 8) and Secondary (grade 11) Levels according to the information given by local school districts. In those instances where certain programs are offered at all three grade levels, such programs are listed under the general heading, All Grade Levels, which includes grades 5, 8 and 11.

Program activities for each of the Ten Goals of Quality Education are treated separately, thus making it easier for the reader to find his/her particular area of interest or concern. No priority rank order of the material presented is intended or implied.

If any reader is interested in finding out more information about a particular program, activity and/or strategy listed in this booklet, he/she may initiate an inquiry to the Division of Educational Quality Assessment (EQA), Department of Education, Box 911, Harrisburg, Pa. 17126 (Phone: 717-787-4234).

When such inquiry is received, an EQA staff member will inform the initiator where that program, activity and/or strategy is being conducted in a given school district or districts.

By identifying the district(s) in this manner, it is possible then for any interested person to contact another school district directly to obtain the information desired.

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GOAL I Self-Esteem

Quality education should help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.

Elementary Level

1. Teacher in-service training is conducted on the importance of -- and the techniques related to -- the development of improved self-concept in students via small groups and individual learning activities which emphasize "success building" instruction in the basic skills and language arts. Increased recognition for student achievement in all subject areas is stressed.

2. Project Plus - This is a program designed to allow students to display and receive recognition for their good work. The work is shared and discussed with the pupil, his/her teacher and the school principal.

3. Happygram - The school principal sends a message to the student's home about good work or exemplary deeds having been accomplished (like a telegram).

4. Human Development Program - Better known as "Magic Circles," this program is used by several Pennsylvania school districts to improve students' self-esteem.

5. Schools Without Failure - This program was originally developed by William Glasser to increase students' self-esteem at the elementary level. Its purpose is to develop closer interaction among students and teachers and to encourage teachers to provide positive reinforcement to their pupils.

6. Dimensions of Personality - This program is designed to coordinate the efforts of counselors and teachers in helping students gain valuable insights into not only themselves, but also the feelings of their classmates.

7. Developing an Understanding of Self and Others - This program, called the DUSO program, provides teachers with a variety of activities that may be used to help increase the self-esteem of children. Originally developed for the early grades (K-4), this program has now been expanded upon to include the upper primary and early intermediate grades. The basic approach of the complete DUSO program (D-1 and D-2) is experiential and emphasizes learning through active participation on the part of the child, parent and teacher who also serves as counselor.

8. A.D.A.P.T. - This program means "Alcohol and Drug Abuse Prevention Team." A team of senior high school students is trained to increase the self-esteem of upper elementary level children by showing them that drugs and alcohol are not needed as escape mechanisms.

9. Project More - This program means "Motivating Our Readers by Example." Students are given the opportunity to read for pleasure at least one period per week with the intent of enhancing self-esteem as a result of this experience.

10. Complimentary Club - Utilizing positive reinforcement, this program was initiated to encourage teachers to emphasize their students' strengths rather than their weaknesses. The importance of praise in the discussion of personal values is emphasized. In addition, the activity entitled "Look in the mirror and describe what you see" is also employed.

11. Success Card - Used sparingly and discreetly, parents are sent special cards when their children perform far beyond the normal expectations and/or standards established by the classroom teacher.

12. Principal's Good Work Bulletin Board - Students are encouraged to have their work publicly displayed and, thus, receive recognition. The school principal makes both verbal and written commendations for exemplary work accomplished and/or evidence of sustained effort shown by the students.

13. Cross Class Exchange - In this program, students in the upper elementary grades assist the teacher in the development of learning games in mathematics and reading for students' use in the earlier elementary grades. This activity is conducted approximately one period per week.

14. Citizen of the Week - A particular student is featured each week. Comments about the "citizen" are gathered from other students which are then bound in booklet form and presented to the weekly recipient being honored.

15. Many school districts in Pennsylvania are making extensive use of audio visual and other instructional materials related to: making friends, getting along in school with both teachers and students, and the need to provide fair treatment for everyone. These programs and activities frequently emphasize the development of interpersonal relationships through values clarification techniques.

Intermediate Level

1. Buddy System - This program was started for the purpose of pairing socially adept and less socially adept students in order that each may take full advantage of the strengths and contributions of the other. An integral part of this program is to encourage more student involvement in extra-curricular activities. In addition, students are assigned certain tasks in which they can more readily succeed.

2. Big Brother or Big Sister Program - This program assigns students in the role of "big brother" or "big sister" to assist their charges in

making adjustments -- social, physiological and/or emotional -- less difficult.

3. Secrets - This is a commercial program which is designed to improve students' self-esteem and emotional adjustment. Included in the program are teacher techniques and strategies which may be used in the classroom.

4. A teacher in-service workshop -- dealing with techniques to improve self-esteem -- was conducted by a local state college professor and consultant whose expertise is in the area of counseling.

5. The feasability of establishing a competency-based curriculum is being studied. Included in the curriculum, at all levels, will be the following: how to take tests, increasing reading and study skills, educating parents and faculty about the need to shift from emphasis on grades to an achievement of knowledge and to impress upon students the need to develop self-discipline.

6. Independent Learning Centers - Some school districts have created these centers to enable their students to learn and work at differing rates or speeds and emphasizing, at appropriate stages, areas of special interest.

Secondary Level

1. Peer Tutoring Program - Students who excel in certain subject areas are encouraged to assist other students in the classroom instructional program by serving as tutors or "facilitators." This program is sometimes called "cross-age" tutoring.

2. A new course entitled Personal Values has been developed and implemented at the senior high school level. Students are encouraged to express their values and share them with others.

3. A new discipline code and a curriculum emphasizing, as appropriate, student self-esteem have been developed. In addition, Student Councils and Student Advisory Committees are becoming more involved with the activities of all students.

4. Course offerings (including mini-courses and projects) designed to improve students' self-esteem have been expanded to include: crafts, speech and drama, fine arts, language arts, mathematics, science, social studies, humanities, health and physical education, and career education/field experiences. Among some of the innovative practices and instructional techniques employed are the increasing use of role playing, simulation and games, team teaching, flexible tracking, heterogeneous grouping, individualized prescribed instruction (IPI), and intermediate science curriculum study (ISCS).

5. Students will receive recognition for their achievements in local and school newspapers. More student participation will be encouraged in all extra-curricular activities. Values clarification will be infused into the social studies and language arts classes.

All Grade Levels

1. Transactional Analysis - This program is designed to enable teachers to communicate more openly and less defensively. It proposes to make one more aware of other people's feelings in order to better understand their actions and reactions to life situations. Its overall goal is to develop coping skills through personal growth, resulting in a better acceptance of self and better understanding of others.

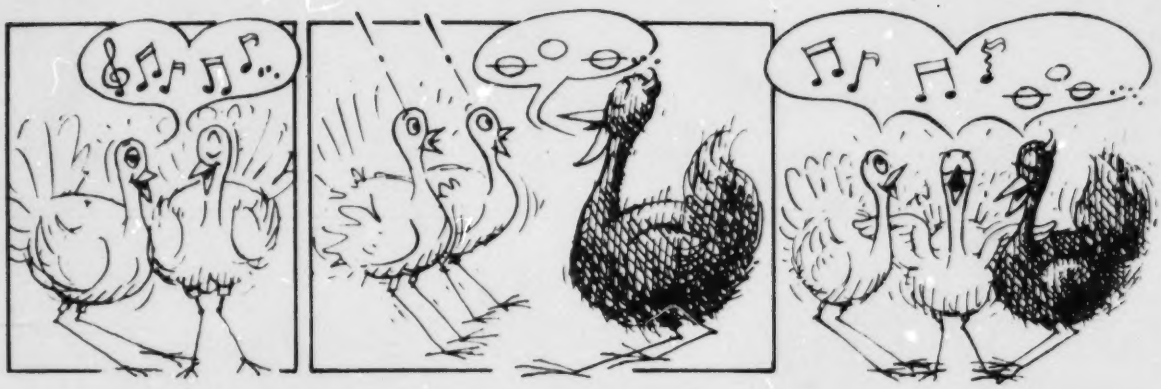
2. New and/or modified teacher evaluation systems have been established in some school districts. Evaluation outcomes will be partially based upon

the development of improved classroom climate and the teachers' demonstration of humanistic skills in the instructional process. Teacher effectiveness training is also stressed in several instances.

3. The role of the Parent Teacher Organization is being revised to encourage greater parental support for the efforts being made by the school system. Levelwide, this is an attempt to gain valuable and continuous feedback from the parents about the total school program. To this end, additional parent/teacher/student conferences are being encouraged.

4. The practice of placing increased emphasis on the building of students' self-esteem through the use of both individualized and group counseling services has been noted in many Pennsylvania school districts. Expanded efforts are being made also to help parents to better meet and understand their children's needs.

5. Several school districts indicate a revision of their students' progress/report card format and/or grading systems including the introduction of effort and achievement level expectations, pupil progress reports, anectodal grading (replacing traditional system), and pass-fail options.



GOAL II Understanding Others

Quality education should help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.

Elementary Level

1. Several school districts are grouping their students heterogeneously, rather than homogeneously, in an effort to provide their children with greater opportunities for learning about and understanding others of differing economic, social and religious backgrounds. In some schools, the students are being taught about people who became famous, although hindered by adversity and poverty.

2. Green Circle Program - This program is designed to help elementary school children develop values of self-respect first and subsequently, a better understanding of the differences and/or similarities in other people (e.g., race, sex, religion, nationality, wealth, size or physical handicaps, etc.). Community volunteers, as well as teachers, can be trained on effective methods to be used for presenting this material to children.

3. Observation Box - In this program, children record different behaviors of their classmates throughout the day. "Discussion sessions" relating to personal experiences/behaviors are an integral part of this program.

4. Parent Study Groups are being conducted by the guidance counselors. The intent of this program is to have the school and the home work cooperatively toward the building of tolerance of differing others.

5. Elementary classes study a culture in some depth and, with teacher direction and assistance, prepare and serve a typical meal of that culture.

6. The school district has emphasized differing others through slide and film presentations made by a local world traveler. Information pertaining to the identification of potential speakers/resources is often available by scanning local newspaper articles and announcements.

7. Courses and/or units of study have been developed and implemented dealing with an understanding of differing others relative to: race, religion, socioeconomic status, intelligence and handicapped. Several activities and methods utilized include audio visual materials, role playing, simulation and games, bicentennial theme, and small group discussions.

8. Show and Tell - Students are encouraged to introduce themselves, work in committees with, and tell others about people with whom they may not normally be associated. "Show and Tell" is an important aspect of this program. Peer tutoring and crossage tutoring are activities which frequently emerge from this activity.

9. Students contact friends, associates and hospitalized relatives by making special cards or personal visits which activities encourage interpersonal relationships with these individuals or groups.

10. Developing an Understanding of Self and Others - This program, usually called the DUSO program, provides teachers with a variety of activities that may be used to help increase the understanding of others. (See Goal I - Elementary Level for additional information).

11. A.D.A.P.T. - "Alcohol and Drug Abuse Prevention Team" - (See Goal I - Elementary Level for additional information).

12. Cross Class Exchange - (See Goal I - Elementary Level for additional information).

13. Project Plus - (See Goal I - Elementary Level for additional information).

Intermediate Level

1. A Discover Yourself program has been initiated emphasizing first impressions and the adjustment process to entering a middle school environment. In addition, the areas of interpersonal relationships, self-awareness, and an understanding of the use of the decision-making process are also incorporated into the program.

2. The use of drama (skits) "carrying a message" is utilized at least one class period per month during which time the teacher conducts discussions of the contributions of a widely diverse society. A content teaching approach about biographical material pertaining to successful differing others is also used. Discussion groups and role playing are activities frequently employed as instructional techniques.

3. A Human Relations unit has been introduced at the seventh grade level. Several guidance films -- designed to help students to better understand each other -- are used extensively in the instructional process.

Secondary Level

1. Courses are offered (semester/term and/or mini-type) to discuss the following areas: race (ethnic minorities), socioeconomic status, intelligence, handicapped, and women's contributions and accomplishments. These

courses are often included in social studies, psychology, sociology, anthropology and family living.

2. An information exchange program has been started via the school district and U. S. Postal Service. In this program, a continuous flow (exchange) of correspondence has been initiated, thus permitting students to discover the life styles, hobbies and experiences of students in other communities -- domestic or foreign -- by either writing to or sometimes visiting with them. This practice is frequently referred to as a student exchange or student foreign exchange program.

3. A Comparative Religion Club has been initiated. One example of its activities is the blending of Jewish and Christian music at an annual holiday program observed in the local community.

4. Some school districts are making concerted efforts to involve as many of the different ethnic groups as possible in school-related activities and programs. In some instances, students are given the opportunity of gaining valuable work-experience training in the community as part of the school curriculum. Students in some schools have been organized to develop games and/or contests which will benefit disadvantaged persons and groups.

5. The secondary social studies department, in conjunction with local mental health/mental retardation personnel, has developed and implemented a one-semester course entitled Psychology of Adjustment for its students.

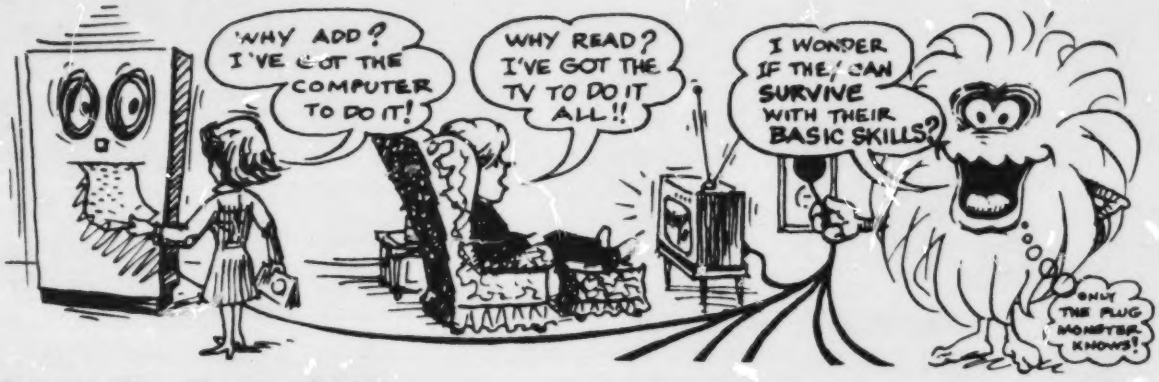
All Grade Levels

1. The following strategies or activities have been introduced on a district-wide basis: a multi-media approach to the understanding of differing others (films, slides, speakers, etc.), instructional programs entitled "Religions of the World" and "Community Religions" have been offered, a unit

on black literature has been studied, initiation of a shopping mall language night, and an American Field Services (AFS) food festival has been held. Also initiated were peer teaching and volunteer programs involving the entire school community.

2. Teacher in-service programs, incorporating values clarification procedures, have been offered to all classroom teachers. These teacher workshops relate to techniques which may be utilized with all special students (gifted and handicapped).

3. Through a more extensive use of group discussions, tapes on differing religions, audio visual materials and ecumenical meetings students are given the opportunity to develop a greater understanding and compassion for differing others.


WHY ADD? I'VE GOT THE COMPUTER TO DO IT!
WHY READ? I'VE GOT THE TV TO DO IT ALL!!
I WONDER IF THEY CAN SURVIVE WITH THEIR BASIC SKILLS?
ONLY THE PLUG MONSTER KNOWS!

GOAL III Basic Skills

Quality education should help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.

VERBAL

Elementary Level

1. A school district has implemented a program entitled Language Experience for Corrective Reading. This program is aimed at students in grades 2 through 5 who are having difficulty in areas such as listening, speaking, writing and reading. Students are referred by classroom teachers and tested, after which instructional prescriptions are developed for each child. All participants are scheduled with an L.E.C.R. teacher for a minimum of four 30-minute periods per week.

2. A basal language arts system has been implemented that is cumulative and sequential which emphasizes teaching and reteaching into a core approach. Diagnostic/remedial prescriptive information is provided for all teachers by the district's reading specialist. In addition, teachers have received in-service training on reading instruction techniques sponsored by a local state college.

3. A criterion-referenced language arts program has been initiated in which teachers have identified basic reading skills (K-3) and have developed mastery tests for each skill. In-service training has been provided to acquaint teachers with classroom management and record-keeping techniques associated with this program.

4. Teacher in-service training has been conducted on the improvement of reading techniques through: diagnostic courses (offered by I.U.), class plays, experience stories, creative drama, illustrative posters (idioms and homonyms), writing autobiographies, pen pals, word games, and the use of newspapers and magazines.

5. Graded reading skills - Efforts to implement the "right-to-read" program have provided a booklet which is used to improve reading competency at the elementary grade level.

6. Additional reading specialists have been employed. Also, a full-time elementary counselor was employed to standardize testing, thus enabling achievement monitoring to occur in all elementary grades.

7. A reading program entitled DISTAR has been implemented with success. This program emphasizes very direct instruction through extensive drill work with the students. In addition, the student-teacher ratio has been decreased, thus providing more individual attention.

8. A new program entitled THINK has been introduced into the curriculum. This program is designed to improve student attitudes toward, and achievement in, the language arts. Also, the language arts instructional time has been increased.

9. The elementary reading program was reviewed and restructured in conjunction with a decision to adopt the Ginn 360, a basal reading series.

Intermediate Level

1. A school board resolution was adopted stating that any student falling below the 41st national percentile on the California Test of Basic Skills (CTBS) will receive tutorial assistance on a one-to-one ratio. In addition, students' interest materials, commensurate with achievement level, have been purchased in support of the resolution.

2. New textbooks for reading were purchased after consultative services were provided under the auspices of a local Intermediate Unit. In addition, a self-study was conducted by staff members relating to perceived needs of intermediate level students. Changes in textbooks and related instructional materials evolved accordingly.

3. Increasing emphasis on reading skills has been noted in several schools through the expansion of developmental reading programs. Related to this practice is a continuous monitoring of students' skills to determine the possible need for remedial instruction.

4. A teacher committee is organizing a scope and sequence for all the English offerings at the intermediate level. In addition, new textbooks emphasizing grammar have been purchased for grades 7 through 9.

5. One school district has decided to require one spelling lesson per chapter/unit of study through a total curriculum approach.

Secondary Level

1. Some school districts are stressing verbal basic skills in English classes. Units such as grammar, research writing and composition are emphasized with the students being assigned to classes according to ability and interest levels.

2. The senior high school English curriculum has been revised, utilizing nine-week mini- or quarter courses. Grammar and composition courses are required before other elective English offerings may be selected.

3. Individual courses in both reading and vocabulary are being offered for credit toward meeting graduation requirements. In addition, language arts curriculums have been obtained from other schools for possible adoption or adaptation to the present course offerings.

4. Etymology - The teaching of word study is pursued. Related to this, teachers have been instructed to spend more time on subject discipline reading skills, apart from the regular instructional program.

5. Curriculum committees are developing expected learning outcomes in English. The professional staff will monitor the progress of each student in English and reading. The following strategies will be utilized: in-service training on individualizing instruction, English ability grouping, remedial programs, and peer/cross-age tutoring.

All Grade Levels

1. A new K-12 English curriculum, which emphasizes integration of programs and more individualization, has been implemented. Accordingly, new textbooks and supplementary materials have been purchased for use throughout the system.

2. Several school districts have initiated diversified instructional programs emphasizing independent learning experiences, creative writing and drawing activities, establishment of student interest centers, encouragement of "brainstorming" which allows individual student ideas to be brought to group attention, role playing, simulation techniques and educational gaming.

3. One school district is administering the Wepman Auditory Discrimination Test which, when combined with teacher in-service training, is used to enhance reading comprehension. Vocabulary is being strengthened through the use of word games, puzzles and analogies.

4. Increased silent and oral reading activities have been introduced in all subject areas at every grade level. Other skills such as word identification, interest writing and note-taking are pursued.

5. Some Pennsylvania school districts have instituted remedial programs in reading and the language arts throughout all grade levels.

MATHEMATICS

Elementary Level

1. Interest has been evidenced among some schools to become involved with the Pennsylvania School Improvement Program (PSIP), which is sponsored by a local Intermediate Unit. The PSIP's objectives are, first, to help schools analyze their needs in the basic skills area and, second, to help schools improve student performance in basic skills by using the best available instructional programs and techniques produced by research and development activities.

2. Some school districts have decided to revise their schedules relative to standardized achievement and academic aptitude testing. New testing schedules will permit earlier identification of weaknesses in the area of mathematics.

3. The elementary mathematics program has been revised to focus upon basic mathematics operations. Students in grades 3 through 6 receive 45 minutes of daily mathematics instruction in groups which average 11 students. The tri-basal program and co-basal program are both offered, one being traditional in nature and the other being more independent with the assistance of "teacher tutors." Students are assigned to that program which best fits their individual needs.

4. A return to ability grouping for the study of mathematics is noted in several Pennsylvania school districts. The reason for this type of grouping is to stress the practical applications of mathematics. Included within

this effort are units of study related to everyday living skills, an example of which is the establishment of a student store in the classroom.

5. Departmentalization of mathematics instruction has been introduced in the upper elementary grades. This change has resulted from one district's school having performed better than another, with its success being attributed to departmentalization and an emphasis on basic instructional principles.

6. Project Smart - This program is designed to provide remedial work opportunities in mathematics. Its techniques deal with strategies to improve comprehension.

7. Several school districts have established mathematics laboratory centers where students utilize the following: calculators, games, puzzles and manipulative materials.

8. Some school districts have been encouraging their teachers to attend in-service workshops for the purpose of learning new techniques which may be applied to mathematics instruction.

Intermediate Level

1. Some school districts have attempted to incorporate the application of mathematics skills in other subject (discipline) areas. This has normally been accomplished through the construction of graphs and charts.

2. Some school districts have decided to return to a more traditional approach to mathematics instruction. The metric system is an area which is being emphasized.

3. Some school districts are revising their mathematics offerings to include more outside (community) resources with an emphasis given to individual diagnostic work. Ability grouping is often an outgrowth of this strategy.

4. Some school districts have appointed on-going mathematics committees to continually evaluate textbooks and supplementary materials. These committees often suggest changes in instructional strategies as well.

Secondary Level

1. Several school districts have instituted remedial mathematics programs on the senior high school level. This has necessitated the purchase of additional instructional materials and textbooks to meet varying student ability levels.

2. Several school districts are implementing more basic/fundamental mathematics courses into their senior high school curriculum. Courses such as business mathematics and algebra will no longer be considered as alternatives for applied mathematics courses. Metrics will be emphasized to a greater degree and set theory is given less instructional time.

3. An ESEA Title I program has been expanded to include additional small groups for the purpose of individualizing mathematics instruction. Senior high school students are involved in crossage tutoring of junior high school students who experience difficulty in mathematics.

4. In cooperation with the local area vocational-technical school (AVTS), the school district has constructed a mathematics program which is designed to increase particular mathematics skills needed in specific vocational areas.

All Grade Levels

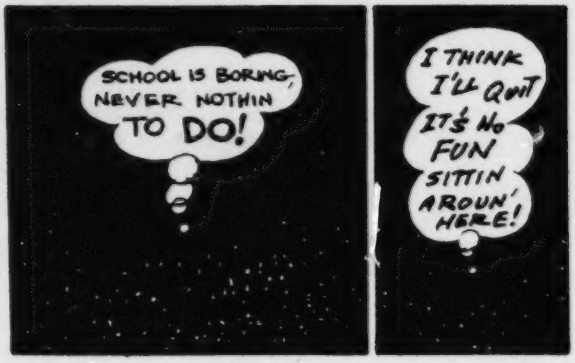
1. Several school districts have employed additional mathematics specialists who have been instructed to individualize and expand the curriculum offerings. This has resulted in a more diagnostic/prescriptive program and has often lowered pupil-teacher ratios to improve instruction. In

addition, student standardized achievement scores in mathematics are being examined more closely by the faculty.

2. Efforts have been made to increase community support for school activities being utilized to enhance the basic mathematics skill areas. Through numerous meetings, school districts have obtained valuable suggestions for areas of improvement from the local citizenry.

3. A new mathematics curriculum which is designed to emphasize individualization of instruction and program coordination has been implemented on a K-12 basis. In addition, consideration is being given to terminal achievement testing at the grade 12 level which requires faculty in-service training.

4. Several school districts have decided to place increased emphasis on drill work related to basic functions, tables and mathematics concepts. Individual tutoring is an integral part of this effort.



GOAL IV Interest in School and Learning

Quality education should help every child acquire a positive attitude toward the learning process.

Elementary Level

1. Students have been given the opportunity by several school districts to select more courses/units of study based upon individual interest. Practically all of the subject matter (content) areas have revised their offerings to meet student needs. Many courses stress the inquiry and/or discovery method for acquiring knowledge.

2. The following instructional techniques have been initiated in several elementary schools to improve student interest in learning: A.D.A.P.T., Happygrams, Project Plus, Project More, Cross-class Exchange and Success Cards. (See Goal I - Elementary Level for additional information about each program).

3. These activities and programs have been implemented by several school districts in the elementary curriculum to enhance student interest in school: plays and skits, bicentennial theme projects, puppet shows, music and drama presentations and school science fairs.

4. Several schools have initiated student-centered activities into their curriculums such as: role playing, puzzles, stories in the various subject disciplines, clubs, games, school newspapers, talent shows, dances, student store, intra-mural programs, fund-raising projects, monthly birthday

parties, and student "wall of fame," all of which result in recognition/ incentive programs.

5. Teacher in-service training workshops, specifically directed to the elementary level, have been conducted in the following areas: reading skills, outdoor education, learning centers, and the establishment of a school nature trail.

6. Green Circle Program - (See Goal II - Elementary Level for additional information).

Intermediate Level

1. Several school districts are providing opportunities for greater student involvement in the total school program by stressing interest and leisure clubs, increased elective and mini-courses related to everyday living, on-the-job training for potential dropouts, and alternatives for responsible use of free time.

2. There has been noted an increase in the number of school districts which are rewarding efforts made by students in success-oriented tasks assigned to them. In several instances, this has also brought about the elimination of study halls in favor of adding more student interest activities and programs.

Secondary Level

1. Some school districts have increased their efforts to promote greater involvement of the community in school-related activities. In some cases, this practice has resulted in the establishment of parent advisory councils, parent coffee sessions, school visitation programs, and a YWCA tutoring program. The number of parent-teacher conferences has increased greatly in several schools.

2. Several school districts have placed increased emphasis on career education to maintain student interest. An obvious implication is the increased emphasis given to the importance of school attendance, although "education outside the school" and field-type experiences are frequently stressed.

All Grade Levels

1. An increasing number of school districts in Pennsylvania have sought to obtain student contributions and suggestions for improvement of the total educational program. This effort has resulted in the creation of: student opinion polls, "principal's advisory committees," student councils, and "dean's councils," all of which are organized to advise the administration of student concerns about the school.

2. Efforts have been made by numerous school districts to expand the number of course selections and extra-curricular activities. Examples of some of the strategies pursued are: improvement of physical surroundings, adding mini-courses/electives, in-house alternative educational programs, peer tutoring, learning resource centers, student contracting, and release time to enroll in college-level courses.

3. Some school districts have involved their teachers with extensive in-service training workshops dealing with strategies for making the learning environment more interesting and relevant to the students. Examples which have evolved from this activity have included: team teaching, individualization strategies, more personalized guidance, and a wider use of audio visual materials.

4. Some school districts have implemented standing curriculum committees which are responsible for an examination of school conditions and for recommending program revision or modification whenever feasible.

GOAL V Citizenship (Societal Responsibility)

Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

Elementary Level

1. Deputy Sheriff Program - This program is directed toward students in the elementary grades. Discussions of the sheriff's department and court house and their functions are stressed. Visits to a local courthouse, post office, fire house and police department are an integral part of this program. Community resources are utilized to a maximum including speakers on law enforcement, drug abuse and fuel conservation.

2. Reality Therapy - This program utilizes the theory of William Glasser. When school rules have been broken, the principal, using Glasser's therapy, has the child think through his/her reasons for behavior and then make a commitment for improvement.

3. A new social studies offering emphasizing citizenship activities has been noted in the curriculums of several schools. An integral part of this offering utilizes role playing and dramatics as appropriate to units of study.

4. Students and teachers have been working together on committees to develop codes of ethics on school citizenship for the elementary buildings in some school districts. The guidance departments have been actively involved in this effort.

5. School report cards have been modified to emphasize the following: respect for others' rights, student self-control, use of good manners, understanding and obeying school rules, and the acceptance of constructive criticism.

6. A.D.A.P.T., Human Development Program, Success Cards and Project Plus. (See Goal I - Elementary Level for additional information).

7. Transactional Analysis - (See Goal I - All Grade Levels for additional information).

8. Green Circle Program - (See Goal II - Elementary Level for additional information).

Intermediate Level

1. Some school districts are providing courses for their students which deal with federal and state constitutional law. As a part of these courses, the students are taught their responsibilities to society through the following activities: community service projects, club programs and role playing as related to responsible citizenship.

2. Students are given the opportunity to examine moral decision-making, which activity enables the students to make decisions relative to problems they might theoretically face. In addition, an "Ann Landers" type of letter writing column has been created, as well as initiating controlled correspondence with prison inmates.

3. A complete mock election is held annually for intermediate level students. "Student helpers" are used around the school with emphasis given to responsible behavior and citizenship.

Secondary Level

1. Several school districts are emphasizing responsible citizenship as part of their social studies curriculums. Attempts have been made to more directly relate courses/unit offerings to the three subscales (concern for the welfare and dignity of others, respect for law and authority, and personal responsibility and integrity) being measured in the assessment process. The student council, student government and similar school organizations have also assumed leadership in this area.

2. Members of legislative groups (state and local) have met with senior high school groups to discuss their responsibilities in today's society. In addition, law students and local municipal authorities have also made pertinent presentations to the student bodies.

3. Faculty in-service workshops have been conducted on techniques to encourage responsible citizenship among students. Patriotism, the election process, free speech and pride in school are particular themes emphasized.

All Grade Levels

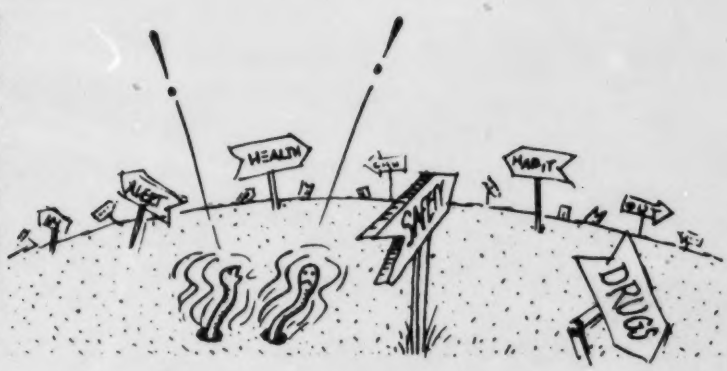
1. Some school districts have been emphasizing to their students that the school buildings they use belong to them. Open space programs, encouraging responsible, independent activity, have been an outgrowth of this premise.

2. In several school districts pupil participation programs have increased with greater counselor involvement related to students' and teachers' problem areas. Also, school rules and student handbooks have been modified to encourage more student responsibility.

3. In several instances, mini-courses and electives -- emphasizing student rights and responsibilities -- have been added to the curriculum.

In addition, staff and student forums on rights and responsibilities have been held.

4. A functional school improvement committee was organized, comprised of a cross-section of the school population. Related activities are: a student tutorial program, an instructional materials center directory of citizenship, a program on law and the community, a program to prevent vandalism, children's hospital fund drive, and a commitment to student review of school policies to recommend additions or revisions as needed.



GOAL VI Health

Quality education should help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.

Elementary Level

1. Several school districts are now offering health at least two classes per week. Discussion of health and safety related issues, experimentation, film/film strips and special resource persons are being utilized in the instructional process. In some instances, new textbooks have been purchased to increase relevancy and developmental health programs have been initiated.

2. There has been increasing interest shown in some school districts to offer the following elementary health and safety programs: dental care, nutrition, proper exercise, grooming habits, personal hygiene, first aid, fire prevention, safety education and good manners.

3. Pupils are rewarded via a Dental Honor Roll Program in which they are recognized for maintaining and practicing proper dental habits. Also, National Health and Dental Health Weeks are observed annually.

4. Bicycle and bus safety programs have been emphasized in the curriculums of several elementary schools. Generally, this has come about because of mounting community concerns.

Intermediate Level

1. Some school districts have made an effort to increase parental involvement and support for programs being conducted by the schools in the

areas of health and safety education. This has resulted in the schools becoming more aware of specific community concerns in the foregoing areas.

2. There has been a noticeable trend toward the study of health and safety practices as a separate subject area, rather than the previously administered cross-discipline approach to learning. In some instances, health instruction has been moved to earlier intermediate grade levels than previously offered.

3. One school district has implemented a new program entitled Human Environment. This program includes all the implications of daily living activities.

Secondary Level

1. In some school districts new courses have been initiated. These courses/units of study include: drug and alcohol abuse programs, sex education, personal hygiene, nutrition, mental health and safety.

2. Several school districts have utilized outside speakers and consultants who have been identified as being experts in related health and safety fields.

3. A new course has been added to the curriculum which emphasizes marriage and family living responsibilities. This course is ordinarily offered to 11th or 12th grade students.

4. One school district has initiated a motorcycle safety course for secondary level students. This addition to the curriculum resulted from mounting parental and community interest.

All Grade Levels

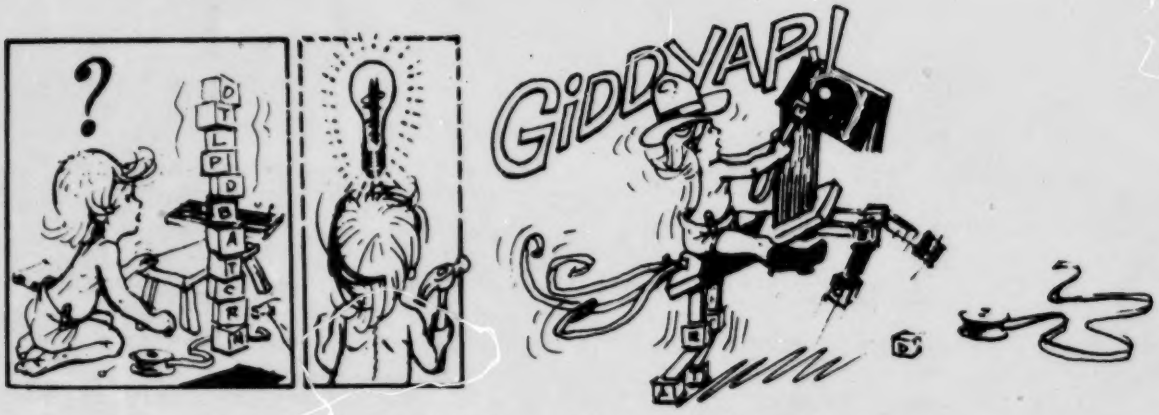
1. Some school districts have initiated review committees to upgrade their health and safety programs on a district-wide basis. One of the

outcomes has been the purchase of new textbooks and additional supplementary materials to better meet changing student needs.

2. A values judgment approach to health instruction has been implemented at all grade levels in some school districts. Counselors have been given the major responsibility of making students and parents aware of community agencies which can help in the maintenance of emotional well being.

3. The health education and home economics programs have been revised and expanded to relate to the following EOA concepts: personal health, drugs and safety.

4. Teachers have participated in in-service training workshops sponsored by a local intermediate unit. Specifically, these workshops have dealt with nutrition, drugs, tobacco, alcohol and cardio-pulmonary resuscitation programs.



GOAL VII Creative Activities /Recognition

Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

Elementary Level

1. In some school districts, creative activities are being stressed in all of the subject disciplines. These activities include science, creative writing, dance and drama. Students' work is prominently displayed via exhibits and demonstrations.

2. In some schools, students write and present original plays, create and exchange poetry (e.g., one student writes a few lines and another student continues by adding his/her own lines). Creativity is further expressed via word games, role playing, educational TV, bulletin board displays and room decorating.

3. Teacher in-service workshops have been conducted which stress the development of creativity strategies for use in the instructional process. Activities are offered such as puppetry, folk dancing festivals, curriculum fairs, student-created newspapers, earth day programs and charity bazaars.

Intermediate Level

1. New electives in music, photography, creative writing, speech and drama are being offered in several schools. Art, expressional writing and drama clubs are being emphasized to a greater degree. Exhibits in the arts,

shopping mall projects and contests -- rewarding students' originality -- have evolved from this effort.

2. In some school districts, all the students are scheduled for courses in the fine and practical arts through an activity program incorporated into their daily schedules. As a result, arts and crafts display areas have been provided for student work projects.

3. Several school districts have implemented the following types of activities to foster creativity: Junior Academy of Science, science laboratory assistant programs, painter/potter projects, instrumental string programs, visiting artist programs, and an outdoor education center for the practice of scientific discovery and learning.

Secondary Level

1. Creative activities are being stressed in several schools in curricular areas such as English and the fine arts. These activities are also being stressed through school newspapers, yearbooks, literary journals, debating teams and special art contests/exhibits.

2. Time alloted for course offerings has been increased to semester length courses meeting five days per week. This practice has increased considerably pupil performances in all of the fine arts offerings.

3. Specific courses in creative writing and dramatics have been initiated in several school districts. Role playing has been an integral part of these expanded offerings. In addition, science fair activities and student film making projects have been given increased emphasis.

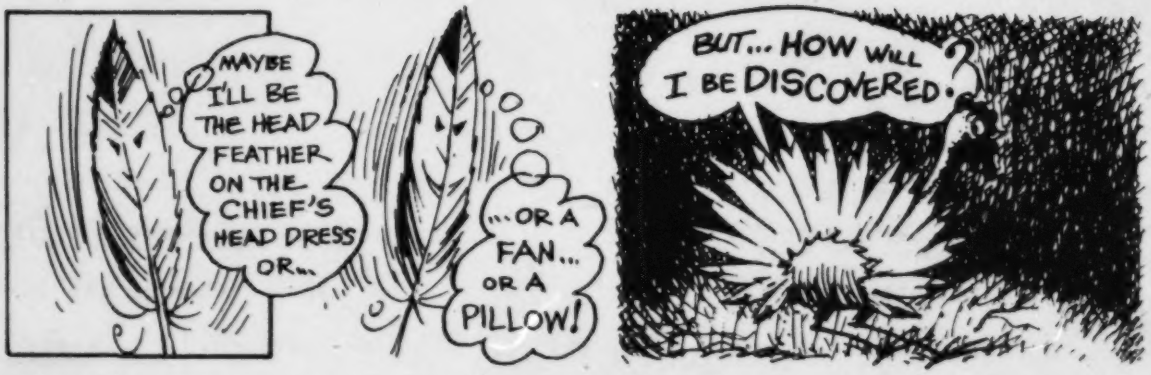
All Grade Levels

1. Some school districts are sending students to the Riverside School for the Arts. In addition, older students have participated in the Governor's

School for the Arts at Bucknell University. As a result of these enrichment opportunities, an increasing number of students have been participating in music and drama workshops locally as well.

2. In several school districts, fine arts projects have been initiated with local community support. For example, students have painted fire hydrants, participated in poet-in-residence programs, and performed in school plays and skits. Scholastic art competition and talent shows have been an outgrowth of this community interest and support for providing students with creative activities and projects.

3. In some school districts, individual specialists have been added to the staff to initiate new or expanded programs dealing with the fine arts, practical arts, science and social studies.



GOAL VIII Career Awareness

Quality education should help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities.

Elementary Level

1. Several school districts have assigned additional guidance counselors to concentrate their efforts on introducing elementary grade level students to career awareness. This effort has resulted in an increased use of media materials for instructional purposes.

2. Some school districts have encouraged their students to discuss their parents' occupations with classmates. Students also have been introduced to the techniques involved in researching career opportunities. Craft shows and assembly programs have been increased in an effort to build student interest in career awareness.

3. Some school districts are providing learning centers with appropriate teaching units for student utilization regarding career education. In some instances, home economics and industrial arts programs have been expanded to the elementary level to facilitate "center" activities. Frequently, students have served as "community helpers" by participating in volunteer work relating to certain career fields.

4. In some school districts, the elementary curriculums have been revised to include greater emphasis on career education. This has sometimes resulted in providing additional elective courses/units of study in the area of career understanding.

Intermediate Level

1. Several school districts have implemented career guidance programs geared to intermediate grade level students. Counselors emphasize the importance of wise and early career choices. In some instances, field trips related to content areas are utilized.

2. Some school districts have provided opportunities for their teachers to visit other schools, colleges and universities to gain knowledge about existing programs and strategies employed to create interest in vocational awareness.

3. Several school districts have incorporated into their students' daily schedules activity time which is utilized in pursuing vocational interests. Opportunities for students to visit local businesses and industries are sometimes provided. Students are able also to interview local citizens regarding their chosen vocations and professions.

4. Several school districts have been utilizing the Singer-Graflex Evaluation Laboratory to acquaint their students with vocational opportunities and responsibilities. This "hands on" type of training may be school district-sponsored or conducted in cooperation with a local area vocational technical school. Science Research Associates (SRA) "career kits" also are used by some schools.

Secondary Level

1. Some school districts have reactivated clubs such as the Future Business Leaders of America (FBLA) for interested students. In addition, whenever available, more students are becoming involved in Junior Achievement programs.

2. Several school districts have either added or reassigned school counselors to devote increasing emphasis to career knowledge/awareness

activities. Career information/resource centers are frequently established by counselors for student utilization.

3. In conjunction with the Research Coordinating Unit (RCU) of the Department of Education, some school districts have developed a four-year longitudinal study dealing with vocational maturation and student graduate follow-up activities.

4. Several school districts have sent their guidance personnel to Counselor Awareness Programs sponsored by a local area vocational technical school (AVTS). This procedure enables counselors to participate in a "hands on" type of experience with various occupational offerings provided by the AVTS for secondary students from the sending schools.

All Grade Levels

1. Several school districts have been utilizing community speakers such as nurses, police, business and professional leaders, military service representatives, etc. to discuss the various responsibilities and activities associated with these careers.

2. Several school districts have been utilizing materials associated with the Pennscript program which enables students to familiarize themselves (by level) with various career possibilities.

3. Several school districts have been seeking to increase the number of students involved in cooperative work-experience programs instituted through local community support. "Career days" have often resulted from this effort.

4. Several school districts have decided to implement and/or expand career education programs with a K-12 emphasis. This involves close counselor/teacher relationships and an increasing use of audio visual materials in all subject disciplines.

GOAL IX Appreciating Human Accomplishments

Quality education should help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.

Elementary Level

1. Some school districts are expanding their art, music, science and social studies programs by including field trips to museums, art galleries, theaters and local historical landmarks. Often the students are asked to prepare verbal and/or written reports concerning these experiences and cultural activities.

2. Curriculum offerings in such areas as social studies, language arts, mathematics, science and library instruction have been revised to emphasize students' gaining knowledge of the accomplishments of people within the subject disciplines listed above.

3. Teachers have received in-service training on motivating students regarding their need to study and succeed in order to become contributing members of society. In conjunction with this training, students examine the backgrounds of successful people generally and their accomplishments and contributions as working citizens.

4. A Great Books program has been introduced in several schools at the elementary level to supplement the regular classroom instruction. This program is one which emphasizes particular accomplishments of individuals and/or groups relating to their valuable contributions to society.

Intermediate Level

1. In some school districts, students have been assigned research-oriented projects which involve the activities of many different types of people and their occupations. Appreciation often results from follow-up field trips to different areas of interest (e.g., visiting a local newspaper, radio and/or TV station).

2. Some school districts have been changing their assembly program formats to enable professional persons outside the school community to present travelogues, magic shows, musical and other types of entertainment to the student body. These types of presentations by professional artists illustrate the many and diversified areas of human accomplishment and career endeavors.

3. Several school districts have returned to year-long courses/electives in most curriculum areas. This change enables students to obtain a better perspective of human accomplishments through more intensive instruction. In addition, students are rewarded for their curriculum efforts in subject-related assignments.

4. One school district regularly sponsors a Fine Arts Festival featuring students' accomplishments. An important aspect of this festival is the observance of an annual poetry workshop for all intermediate level students.

5. Exploratory programs emphasizing people, places and values have been included with relevancy to specific subject disciplines within the intermediate level curriculum.

Secondary Level

1. Some school districts have revised their secondary subject disciplines to emphasize greater student participation in the arts and sciences.

In addition, locally recognized authorities have visited schools to explain their personal accomplishments and/or contributions to society.

2. Student achievement is being recognized through greater emphasis on demonstrations, exhibits and displays. In conjunction with this practice, assembly programs are being specifically designed to recognize the contributions and achievements of local persons possessing talent and expertise in various occupational fields.

3. Mini-courses relating to the appreciation of human accomplishments have been initiated on the secondary level. Additional supplementary library and audio visual materials have been purchased to augment the instructional program.

4. Some school districts have initiated a new course on values and valuing on the secondary level taught by the social studies department. Student interaction with peers and teachers is an integral part of this course.

All Grade Levels

1. Several school districts have increased the number of district-wide assembly programs in order to expose their students -- on all grade levels -- to professionals and experts in the language and fine arts, government, science, athletics and drama.

2. Renewed interest has been shown in the establishment of clubs and club activities at all levels. This practice enables interested students to pursue certain avocational and/or leisure types of activities beyond the normal classroom or out-of-school exposure. In some cases, exhibits, demonstrations and fairs have resulted from this renewed interest and expanded student involvement.

3. Several school districts have made efforts to establish a community talent bank which identifies potential speakers and resources for school

activities. Often parents have become more involved with the total school program, and field trips to areas of local and statewide interest have been provided.

4. In some school districts, students are being given the opportunity to role play as scientists, artists, musicians, ecologists, athletes, etc. Such role-playing activities are noticeable at all grade levels and may be part of dramatic presentations (skits and plays) or instructional strategies.

5. Several school districts have revised their curriculums to focus attention on the accomplishments of others. In some instances, this has necessitated the purchase of certain audio-visual materials related specifically to well-known persons and ethnic groups (artists, scientists, humanitarians, etc.) who have contributed their talent and ingenuity for the betterment of society.

YOU'RE SURE A BUSY BEAVER TODAY!
WELL... I LIKE TO PLAN AHEAD! WHEWWW!!
HUNTING SEASON OPENS TOMORROW
SAY... OLE' PAL, CAN YOU SPARE A FEW ACORNS FOR A FRIEND?

GOAL X Coping with Change

Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Elementary Level

1. Several curricular offerings -- among which are science and social studies -- have been redesigned to provide students with an opportunity to discover and deal with the constant world of change.

2. Some school districts, which have elementary counseling services available, have been focusing attention on their students' social and emotional adjustment to change.

3. Several school districts have initiated an economics unit geared to an elementary understanding of the law of supply and demand. Societal mobility, as related to the job market, is frequently discussed.

4. A New Student Orientation Program is conducted in some elementary schools. In this program, students are assigned as guides to act as "big brothers" or "big sisters" to new students, thus helping them to become acclimated to their new surroundings.

5. Green Circle Program -- (See Goal II - Elementary Level for additional information).

6. Magic Circle Program -- (See Human Development Program in Goal I - Elementary Level for additional information).

Intermediate Level

1. Teachers have had in-service training on simulation techniques designed to have students arrive at logical solutions to problems. Class discussions often compare today with life fifty years ago and the changes which have occurred. The communications media are important vehicles in the daily instructional process.

2. The following instructional strategies/techniques are being utilized to promote responsibility and the ability to cope with change: independent study, instructional packet work, extra credit projects and student tutoring programs. These student tutors/aides assist in the supervision of extra curricular activities.

3. The school district's guidance program and its counseling staff are emphasizing positive student self-image to better help them to cope with change. This is especially critical due to the transitional nature of the intermediate years with respect to student maturation.

Secondary Level

1. One school district is placing increased emphasis on student field experiences and career education activities. This enables students to judge for themselves firsthand what changes may be in store for them as they pursue a chosen vocation.

2. The secondary school curriculum was revised to make it more relevant to students. Specifically, mini-courses dealing with living in a changing world have been developed for the following subject disciplines: English, social studies, mathematics and home economics.

3. Students receive credits in school for working and learning experiences gained in the local community. For example, students, who are

selectively chosen, have been involved in Chamber of Commerce activities and projects.

4. One school district is sponsoring family living seminars for senior high school students in cooperation with the Planned Parenthood Program of a local county organization. The following are seminar topics: human reproduction and sexual development, population, rape and venereal disease, and family law.

All Grade Levels

1. Some school districts are surveying their graduates regarding the effectiveness of the educational program they received in preparation for their chosen vocation. Suggestions made by the graduates are then used to revise the school curriculum.

2. The mass communications media are being used more extensively as instructional tools when preparing students for the world of change. Often these media foster more efficient curriculum revisions due to their supplementary and versatile nature.

3. Teacher in-service training has been provided regarding methods to implement the following: career education, reasoning processes, metric system, computer science, open space education, consumer rights and responsibilities, budgeting, banking, credit loans, decision-making and problem-solving.